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ABSTRACT

This guidebook focuses on the reality of children's television viewing and the possibilities open to teachers for mediating the experience to enhance children's development and enrich the school curriculum. A Piagetian framework is used to examine and structure material suitable for the classroom. Part I of the guide reviews the historic development of systems of communication and describes the role of television in the lives of 2- to 3-year-olds, 4- to 6-year-olds, 7- to 9-year-olds and 10- to 12-year-olds in relationship to preoperational thought and concrete operations. Part II introduces teachers to ways of increasing their knowledge of their students' television viewing by describing the use of oral and written surveys and TV logs. Guidelines for setting up a classroom TV resource area are provided. Part III consists of developmentally appropriate sample lessons designed to help children understand the nature of TV. Each lesson indicates appropriate developmental stage, related Piagetian operational functions, applicable curriculum areas, a learning activity, types of TV programs suited to the activity, needed materials, and specific tasks related to the learning activity. The concluding section, Part IV, describes ways (e.g., parent meetings, workshops, and study groups) of involving parents in the television viewing learning activities program. (Author/RH)

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Mediating the Medium

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Children and TV II

Mediating the Medium

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Photos, courtesy the authors

Editor's note: Although every reasonable care has been taken in this bulletin to avoid the so-called "sexist" terminology, it has not always been possible to use *he/she* or *his/hers* in speaking of the child. The editor has here and there used the pronoun *he* to indicate the generic pronoun to mean a child of either sex, rather than to interrupt the flow of prose with *he/she* or *him/her*.

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Foreword

Children and TV II is the culmination of a body of work on teachers' uses of children's home television-viewing, which began with the first article ever published on the subject, "Some Uses of Home Television Viewing in the Elementary Classroom," by Mariann P. and Charles Winick, appearing in *Homework*, a bulletin published by ACEI in 1963.

The first *Children and TV* (ACEI, 1967) was composed of a series of related articles addressing the impact that a relatively new medium was making on children's leisure and learning. There were discussions of parents' and teachers' control of what seemed then an almost uncontrollable attraction; there was much worry over program evaluation and allocation of viewing time.

Although the controversy goes on over the relative values of programs, there has been some abatement of anxieties as civic and parent organizations continue to work for less violence and terror on the TV screen, better over-all quality in children's programs and increased parental involvement in the child's TV viewing.

In *Children and TV II: Mediating the Medium*, the authors, MARIAN P. WINICK and JUDITH S. WEHRENBERG, have chosen to concentrate on the reality of the child's televiewing and the possibilities for teachers of mediating the experience to enhance children's development and enrich the school curriculum—much as they do for many other experiences in children's lives. A Piagetian framework has been used to examine and structure material suitable for the classroom. The authors, representing an extensive and rich background in Early Childhood and Elementary Education, urge teachers to work for understanding of television in the lives of children and involvement and cooperation of parents in helping to put home viewing to the most rewarding uses in children's classroom learning.

SYLVIA SUNDERLIN, Editor
Homework, 1963
Children and TV, 1967
Children and TV II, 1982

Part I
Children and TV

Introduction

As experienced educators we know that, although we cannot tell children what their needs are, if we are to help children grow, develop and learn we must be prepared to understand, observe and provide experiences that will give them space to grow, support for such healthy growth and reasons to want to grow. With such knowledge we might expect to be quite successful as teachers, yet most of us realize that there is in our contemporary society a force influencing children and their growth, which appears to minimize the effects of our best efforts. That force is the televiewing of the child.

The challenge for teachers of the 80s is in acquiring knowledge of the child's television experience and developing skill in using this knowledge to further the child's total development. Lest we forget, the sound educational rubric of "starting where the child is" now includes knowing a great deal about the place of televiewing in the child's life.

The children of the 50s are now adults, many of them parents. The children of the 60s, now approaching adulthood and parenthood, are first-generation TV viewers. In many ways they are the new immigrants of our society. A new language, as well as new mores, has been developed by these individuals. A system of communication far from static engages them in a dynamic cultural machine, its messages transmitted hour by hour and day by day. As educators we have let three decades pass without realizing the importance of television in the development of our students' minds.

Examining communication historically, we can define major periods, each of which manifested significant changes in human development:

Literacy

The invention of coded script involved development and use of pictographs and ideagraphs. Each of these visual forms engaged the minds of those using them in newer and different ways.

The passage to an alphabet by the Sumerians about 4000 B.C. pulled together the system of written communication that would serve as a mechanism for centuries to come. Disparate peoples and minds were able to deal with an agreed-upon system. Mercantile, religious and political groups were the communicators.

Mass Literacy

Gutenberg's invention of the printing press, 1450 A.D., marked the beginning of mass literacy. A mechanical system of producing printed materials in any language in a relatively short time expanded communication possibilities both to scholars and the "comman man."

Mass Communication

Invention of photography, electrical sound transmission and cinema, during the 19th century, marked the beginnings of instantaneous means of mass communication.

Massive Telecommunications

By the third decade of the 20th century, radios were mass produced, and homes throughout America and many parts of the world were able to receive communications instantly. The emergence of "television" was a next logical engineering step. By this medium, the most recent system of communication available to the world's populace, it is now possible to send messages into homes on an hour by hour, day by day basis, giving rise to the 20th-century phenomenon of massive communications.

In the mid-50s Marshall McLuhan predicted: "When the TV generation arrives, they're as likely as not to burn down every school . . . the discrepancy between the riches of the TV feast and the poverty of the school and (home) experience is creating great ferment, friction and pyschic violence."

The distance between the child's inner world and school life seems to have widened during the past 25 years. During this period we have experienced enormous changes in curricula and teaching: the strengthening of math and science after Sputnik; the Open Classroom innovations; Diagnostic-Prescriptive Programing; Individualized Learning; Back-to-Basics Movement; Integrated Core Programs and the use of the arts to facilitate learning. The developmentalist approach as indicated by the work of Montessori, Bruner and Piaget has loomed large in educational planning. But despite such massive efforts to improve education, the drop-out rate is too high. The SAT scores in national tests are continually dropping, and the disappointing number of literate young people is a matter of grave concern to all educators. The number of college students requiring remedial work in writing is appalling. Classes in "how to think" are being given at junior high, high school and college levels.

As educators, we should be asking ourselves why the discrepancy between TV interest and school interests has been permitted to be so sizable. There are many possible answers but few that can lead to constructive activities on the part of the teacher, since they center on economic, social and political factors, all beyond the classroom control of teachers.

In 1963 the Association for Childhood Education International (ACEI) published a bulletin entitled *Homework,* which included the first report on teachers' use of children's home TV viewing. Teachers were reminded of the unique teaching opportunity available to them by using children's home TV watching constructively in lesson and curriculum planning. Since that bulletin was published more attention has been given to possibilities offered teachers to better understand their children through their at-home TV viewing and to plan and work more effectively with children through an integration of home TV viewing and school work.

There is little doubt and much evidence that the student's TV viewing can be used in the enrichment of the curriculum. This bulletin has been prepared in the hope that teachers might be willing to extend their own knowledge and abilities by reaching out to the medium of television and to the children who are watching. A developmental framework related to the child's TV experience will be provided. We feel, however, that the TV experiences of the child play a major role in the development of thought processes. TV viewing itself can be seen in terms of Piagetian schemata, functioning as a mental counterpart of a biological means of adapting.

While Piaget over the course of his lifetime revised his ideas on how reality is constructed, he indicates that a need to understand one's surroundings begins early. The child reaches out to the environment, assimilating new schemata, yet is forced by the need to feel secure (equilibrium) to accommodate to that which is experienced. A great deal of this is done without understanding by the child of what is happening.

Classroom activities developed for this bulletin will enable teachers to see the relationship between TV fare, its content and relationship to developmental phases. The final portion of the bulletin describes ways teachers can involve parents in the child's TV experiences. Parents increasingly feel that this activity is out of control. This section can be particularly useful in helping parents help their children in direct and meaningful ways.

The Television Experience

Children spend more time watching television than they spend in school. While it would seem that after 25 years of availability the novelty might be wearing off, all Americans seem to be watching more rather than less TV. All but 3 percent of homes in America have TV sets. There are more homes with TV sets than with indoor toilet facilities! Sets are used on an average of 44 hours per week; homes with preschoolers tend to use TV an additional 10 hours per week, bringing TV-viewing hours

in homes with preschoolers to an astonishing 54, more hours than a preschooler sleeps or plays.

Depending on age, season, time of year and related factors, children watch TV from 20 to 36 hours weekly, most heavily during prime time (7-10 p.m.). With or without homework, many children appear to fill after-school time with TV viewing. While no studies have been reported correlating truancy or chronic absenteeism with TV viewing needs, many teachers of preadolescents and adolescents report that attendance is affected by TV, especially for soap opera and game show watchers. Preschoolers watch TV programs at all times of the day and night, with only 3.2 hours of their weekly viewing given to the Saturday morning hour by hour line-up. First and second graders regularly report next morning on the 11 p.m. news. Regular viewing begins at 3 years, although there are many Sesame Street watchers in the 2-year-old group. Viewing stays relatively high until 11 years, after which it normally declines. Race and ethnicity do not seem to be determinants in viewing until adolescence.

Parents who are heavy viewers tend to have children who are heavy viewers. In such homes a TV set is frequently on continuously. Most children watch TV with other children or alone. About one-third of the young children viewing watch TV with an adult.

Establishing a Framework

Childhood, the time of maturing abilities, is increasingly viewed by educators as a critical period in human development. One area of development of particular importance to educators is the cognitive. A great deal of attention has been paid to the thinking of children. How does it develop? What affects its development? What environmental factors influence development? Is children's thinking determined by nature? Can it be influenced by nurturing?

We know that successful movement through school depends on the child's ability to develop thought processes. In classrooms teachers work hard to provide experiences that will involve children as thinkers. During the earliest school years the readiness and maturational needs of this period of intellectual development can be met when children are provided experiences that will enable them to exercise sensory-related skills (gross motor, fine motor, eye-hand coordination). By the primary grade level, however, both experience and teaching are required to make use of these acquired skills in more integrated ways. Problem solving is a central means of integrating learning as well as an outcome of learning and, at this stage, learning involves the learner in decision-making. In truth, throughout life learning is an exercise of thought as

well as an outcome of thinking. School experiences are of critical importance, since the development of eager learners is a prerequisite for adult problem solvers.

Jean Piaget has emerged as the most significant theoretician in the establishment of a developmental model related to thinking. In effect, his work has given substance and structure to the dimensions of the child's thought processes by providing a stage theory of cognitive development. Piaget indicates that all human beings pass through certain stages, revealing patterns of maturational progress, patterns that may appear sooner or later, varying among individuals. For Piaget the development sequence is evidence of the normal course of development of the mind. The important thing is that there is an orderliness to the stages and that no stage is skipped. All living things have self-regulating systems. Through these devices we can adjust to adversities, such as temperature changes, infections and damage to our bodies. The movement of living beings is towards stability of the organism, adapting to conditions in such a way as to deal positively with changed conditions. In this way an equilibrium is worked out between organism and environment. The term used by Piaget to describe the structures by which individuals intellectually adapt and organize the environment is *schema*.

Throughout this bulletin two Piagetian stages are used and classroom-related groupings (age, learner type) as indicated in the following table:

Piagetian Stages	*Age Grouping*	*Learner Typology*
Pre-operational thought (Pre-conceptual phase)	2-3 years	Early learners, explorers
Pre-operational thought (Intuitive phase)	4-6 years	Readiness, Beginning skill learners
Concrete operations	7-9 years	Skill learners Skill refiners
Concrete operations	10-12 years	Information verifiers

The Piagetian developmental stages are subdivided into four age-referenced maturational groups, which are articulated to specific classroom learner groupings. These groupings should enable classroom teachers to "see" their children better as they review the activities presented in the next section. It is most important to realize that maturational differentials are also operative. Classroom learning possibilities are dependent on the maturational range of students. Teachers can be guided by development related to particular Piagetian stages. The stage of *Pre-operational thought* includes the development of language and

socialization of behavior. The stage of *Concrete operations* involves further development of the socialization process, decentering, transformations, reversibility, conservation, seriation, classification, causality, time and speed.

Television takes on meaning through the child's readiness, ability to receive and interpret information. Environmental factors such as time of night or day viewing occurs, fatigue state, hunger and the activities and behavior of significant others—parents, siblings, older siblings—should be fully considered in relation to the degree of development of the child. Each of these factors affects the receptivity and readiness to deal with what is experienced. The child's level of development will also affect selective attention, perception, retention, influence and reinforcement mechanisms. If a disproportionate part of the child's life experience is gained through the TV experience, learning is restricted. In such a case, a teacher aware of the child's limitations can help a child's skill development through intervention, using the very medium (television) that caused regressive reinforcement.

There is no doubt that children have been, are and will be affected by their TV viewing. Committees, task forces, scholars, businesses and educators have studied children and their TV viewing. Each of us, trained in child study and experienced at looking to the growing child for clues to human development, realizes that thinking is observed when we see problems being solved. The child in a high chair dropping a spoon time after time knows that someone will pick it up; the toddler practices how to get from here to there on his own two feet; the 7-year-old girl learns how to hold a pencil in contrast to grasping a crayon to write her name; the 12-year-old figures out how many lawns must be mowed before he or she can afford a new ten-speed bike. Problems are being recognized, solutions sought and resolutions appraised. Thinking begins with the desire to solve a problem. Our role, to help foster such desire in the child, requires that we show a real concern for each child we teach and a deep conviction that thinking is a necessary part of the child's daily movement toward achievement.

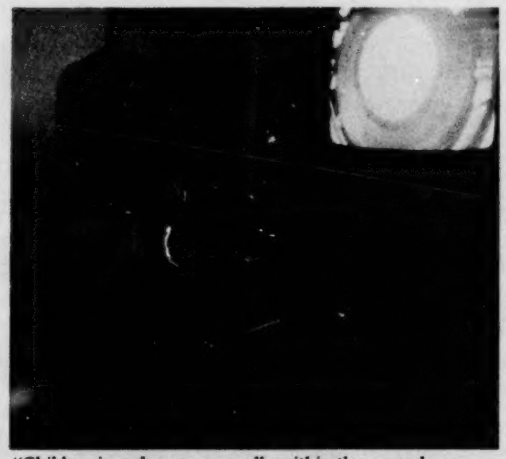
We have used the work "thinking" so loosely that we have lost sight of its meaning in child development. "Think what you are doing." "Think where you left your book yesterday." "Think how angry your mother will be when she hears about this." "Think out the answer to this problem."

For the adult the ability "to think" is synonymous with "to believe," implying that one is able to develop a plan of action geared towards a desired end. This requires both a sense of control related to what is occurring and a sense of security related to what we want to occur. Children's development requires that teachers understand the total world view of the child. Since this world view increasingly includes a large vista built from TV activity, it is incumbent upon us to better

understand television and the role it plays in the development and life of the child. In this way teachers can strengthen their roles and provide for learning experiences of value.

Maturational differences were determined in a recent developmental study.[1] The way children interact with TV and whether or not developmental differences could be described were indicated in six developmental areas: identification, fantasy, believability, humor, morality and violence. Constancy of development as postulated by Piaget was supported by the findings. In using children's home television viewing in classroom situations, teachers are in a strong position to take advantage of the existence of the maturational differential.

Children in a class are generally within the same phase, tending to watch the same programs, having the same heroic models, sharing a common base of program experience and reactions. In fact, TV preferences indicate that age-related rather than economic or ethnic factors are the common denominators in groups of children. A fourth grader moving from Boston to Des Moines will find earlier acceptance with classmates if conversation centers on TV personages or such universally known programs as "The Brady Bunch," "M.A.S.H." and others. While TV can be seen as a childhood leveler or "commonizer," if you will, we can see its impact for each of the classroom learner groupings.



"Children in a class are generally within the same phase, tending to watch the same programs . . ."

[1]Winick, M. P. and Charles, *The Television Experience*, Ca.: Sage Publishers, 1979.

2- to 3-Year-Olds

Developmentally, the 2- to 3-year-olds can be called explorers. In order to learn they push, poke, pull everything and anything in sight, including language itself. In relationship to their TV viewing, they are generally ignored. They watch what everyone else in the family is watching. Frequently TV is used as their baby-sitter with its educational qualities given as a rationalization for extended daily (one to four hours) use. Grandparents coo over the first ten letters of the alphabet that little Herbie, aged 20 months, can reel off; fathers have been known to tell their coworkers about 2-year-old Junior who can say his numbers up to 14. Enlightened parents sit with baby-toddler explaining Big Bird's actions. When a 3-year-old tells his mother to kiss "Oscar" good-night before leaving his room it is viewed as a sign of giftedness. Parents and older siblings frequently forget or overlook the fact that toddlers are also viewing with them. Very often they take the attitude that the little ones don't understand the action, so it's fine if they are in the room.

Cartoons are the favorite programs of this age group; in fact, the cartoon remains the strongest preferred format throughout childhood. The semi-abstract character of the drawings enables even a very young child to take in a whole scene, and simplified visual forms make focusing easy. Motion, so attractive to the toddler and young child, is a critical element in a cartoon. Even a 2-year-old can follow the movement of a scene and begin to apply reasoning skills to what is observed. Repetition is an important element in the cartoon, and the reliability of the hero to behave in a given manner is an attraction to the young viewer. In a sense, the child is able to tell by seeing the character what actions to expect, an exercise in predictability that engages youngsters throughout the afternoon and into the early evening.

Adults worry about cartoons. Children love them. In making judgments about cartoons, we should remember that language for the 2- to 3-year-old is still quite limited, and the fact that so much of the cartoon story is carried by its movement (sound and action) weighs heavily in its favor as meeting attention needs of this age group. Fantasy-reality distance is murky for this age. Much of what adults see as fantasy is accepted by the young child as a means of determining what is real. Incongruity plays a special role in this early period of learning. Cartoons rely on gross incongruity, a feature that makes it easy for the child to sort out the sublime from the ridiculous.

Three aspects of the child's TV viewing during this period related to identification are: (1) references are self-centered; (2) one's own experience is called forth by the conduct of characters; (3) a need and an ability

to continue the action observed. These findings support Piaget's sense that during this pre-operational period there is a continued reliance on ego-centered activity. Learning is constantly referred back to the self. The following examples are taken from children in this age group watching various TV programs:

"Why is he using the word 'stupid'? My mother says it is not a nice word."

"Can you call the TV and let me have that dog on the show?"

"Why is it snowing on TV and not outside?"

"Oh look, see the little babies. The babies have no diapers. I'm not going to sit on my potty."

Identification is seen as an observable mental process by late toddlerhood by Piaget. While imitative behavior is part of the process, the child must out of necessity draw on experience. In effect, the progress of intellectual development is itself a determinant in the child's use of models, a distinction that is particularly important as it relates to TV, since the reference points for adult and child are different. The adult has a sizable reservoir of experiences that can be drawn upon, against which TV models can be measured. The young child is at a disadvantage because the experiential pool is meager. In fact, the 2- to 4-year-old who is dependent on TV for human contact will have serious difficulties in identification. Models for self are drawn from those persons the child feels close to and who satisfy immediate needs and interests.

The 2- to 3-year-old likes certain characters more than others and joins in the action engaged in on screen: falling down, running, chasing, singing. Unexpected sounds are disliked; they jar the child, even act as distractors. While children at this age do not openly express anxiety, they can be seen at unexpected moments getting up from their seats and walking away from the set. Although there may be little overt indication of their fears, they do express a need for, and want, satisfactory endings. This may be the reason the cartoon is so popular; in the space of four to seven minutes the child can be introduced to a problem situation and see its resolution. Children remember the characters and their names as well as their more obvious identifying traits (all cartoon characters have identifying traits). Older threes are aware of sequence and begin to communicate that one program or character will be on before or after another show.

Piaget indicates that the imitative process involves the young child in an accommodation of an environmental model. This process becomes pronounced as the toddler moves toward proficiency in the language heard. TV language is heard in a constant stream, interspersed or accompanied by music, a persistent flow demanding to be heard. Repetitive, incessant, it is for some children a contact with language that is their only source for language learning.

4- to 6-Year-Olds

Ready for all action, getting ready to jump, hop, skip, bicycle alone. Moving away from the home and the authority of mother and father. Listening to peers and siblings, imitating them at every turn. Wanting to be Superman, the Hulk, Spiderman, Gigantor, even Richie Rich! Piaget indicates that this is a period of intuitive thought operations. We can see that children of this age engage in a peculiar form of reality testing. Seeing that the parent seems not quite as high on a pedestal as viewed at 3, the 5-year-old begins his dream of glory. Someday he will be Superman. For the moment, however, the TV character will do as a daily reminder that there is someone in the world, replacing the deposed parents, who is able to do mighty and wondrous things. The 5-year-old will tell you that he knows Superman is only on TV, inferring that he is not real. But Superman or some other superhero is likely to be his first choice for a Halloween costume or a role in a play. Little wonder, since the world is increasingly threatening at this age, as children have to confront larger numbers of other children of varied ages in school and many adults making different demands.

Television plays an important role in the lives of the 4- to 6-year-olds, who are governed by a simple logic, making direct analogies that still have themselves or family as the reference point. Seeing is a strong basis for belief at this age level. Some aspects of identification related to their TV viewing are:

(1) References are self-centered with a move upward toward the heroic, more mature hero figure (including Danny in "The Brady Bunch");

(2) The hero takes on more importance, and specific traits and characteristics can now be identified;

(3) TV viewing calls forth one's own experience, with fluctuation between what is seen and what one experiences;

(4) There is ease in establishing relationships with TV characters. Family situation comedies become more important, but cartoons are still high in preference. Conversation with both inanimate and animate characters on screen are conducted by the child, who may speak of TV characters as if they were real friends;

(5) Social experiences are shared with TV characters. Empathy, concern and anxiety are experienced through and for the TV characters;

(6) Imitation takes on a more direct form as children indulge in emulation of gross and subtle verbal and nonverbal communication of characters. Mannerisms are acquired from TV characters, including those on commercials. (Blue jeans commercials are a good example of upward hero emulation. Models are now in the 9-12 age range.)

One reason that cartoons are still the favorite TV fare for this age group is that they offer relief from pressures the child feels in encounter-

ing the adult world on its terms. Some anxieties can be dissipated through watching the foolish, exaggerated activities engaged in by cartoon characters. In situation comedies the child finds friends, a little older, a little wiser, a little funnier. When children see ridiculous adults engaging in absurd behavior, they are comforted by the fact that adults are pretty silly too.

To the 4- to 6-year-old the action of cartoon and situation comedies is quite understandable. They are looking for resolution, happy endings. They need conclusions. Characters are liked or disliked. There is a tendency to bring a liked character into one's own group. For example, a 5-year-old viewing a 12-year-old on TV sees the boy as "about 7 or 8." An interesting phenomenon occurs in relation to time. Children can tell with remarkable accuracy the sequence of an afternoon or evening line-up on various channels. They can tell the time of day by the program viewed.

A conversation heard between two 5-year-olds is revealing:

Dan: I was born at 10:30.

Tom: In the morning or night?

Dan: At night, stupid.

Tom: That's too bad, you missed all the good shows. I was born in the morning. I got to see everything.

Piaget sees the child at 4 beginning to move toward the environment in more realistic ways. This heralds a phase during which the child starts to coordinate both the subjective sense of the world and the world as verified through others and shared experiences.

The "big picture" or over-all design of things is not yet within their view, a fact not always evident to the adult, who frequently feels that the child through use of language is revealing what he or she knows. Listen to the 5-year-old's use of superlatives: "biggest," "fastest," "best." The child does not yet understand the range from big, through bigger, to biggest. Absolutes such as "best" or "worst" are a preferred way of thinking. There is no medium ground.

7- to 9-Year-Olds

Children in this age range strive to refine those skills acquired during previous years. While a 3-year-old might try to emulate mother by putting on her dress, the 7- to 9-year-old would prefer to mimic mother's walk or voice. The child has been studying such characteristics or mannerisms and can now practice through frequent if guarded delivery. At this age children love to be challenged with simple tasks involving skills they already have acquired, such as writing sentences with words they can understand or doing simple mental calculations. Now, as learners, children want desperately to engage in meaningful use of the skills they have and are acquiring. What may seem repetitious and

unnecessary to the adult can greatly please the child. Another reason that children during this age still love cartoons is that they are reassured that they are thinkers by "knowing" what is coming next, by spotting the villain before he strikes. They love to say, "I told you so!"

Most assuredly, this is the beginning of mental engagement in concrete operations. Stated facts play an important role in the child's thinking. A child of 7 was told, "What if someday there were too many people on earth and not enough food? We'd have to find somewhere else to live." (The discussion dealt with space travel.) The child replied, "I won't have to go. I don't take up too much room. And I don't eat that much. My mom always yells at me to eat because I don't." Here the child gave three logical reasons based on what were to him facts. He didn't take up much room; he ate very little; his mother yelled at him because he didn't eat.

Even as the 7- to 9-year-old relies on facts, he or she is also put in a bind by facts. Seeing is to a great extent believing and can present special problems to the 7- to 9-year-old watching TV. Seeing a TV skeleton moving and behaving in a human manner, a child said, "He can't be real. Is he real?"

One of the more fortunate developments during this time is socialization, when the child begins to look toward peers for verification of what is real and what is not. Since children have in common with other children so many of the programs they watch on TV, it is not surprising that there should be frequent discussion of the genuineness or artificiality of characters and plots. In fact, "It's fake" is a strong negative comment, aimed like a challenge toward another 7- to 9-year-old.

Since so much of the child's energy is directed toward verification of self through exercising skills to establish that one is like those admired, identification and stereotyping become especially important when directed at or derived from TV characters. The child who is strongly dependent on TV for peer-like relationships, spending more time in front of the TV than with other children, is faced with a serious lack of audience or critic and internalizes those traits or characteristics that present no threat to a self and security system still in the making. Testing out becomes one-dimensional. In a sense, movement from "I" to "you" to "we" is frozen at the "I" stage, and no new skills are being developed to see "you" and to form "we."

Several developments are identified during this period:

(1) Recognition of the underdog emerges; empathy with those in need occurs, as there is less self-centered identification on the part of those children moving normally through this period.

(2) Evidence of growing ability to recognize a variety of things; sort out and evaluate specific character traits so that comparative judgments are possible. Skills are being exercised that will prove advantageous in developing peer relationships.

(3) Continued movement back and forth between that which is viewed and the consequent need to establish one's own skills and abilities by example or emulation.

(4) Identification established through strongly implied or stated wishes.

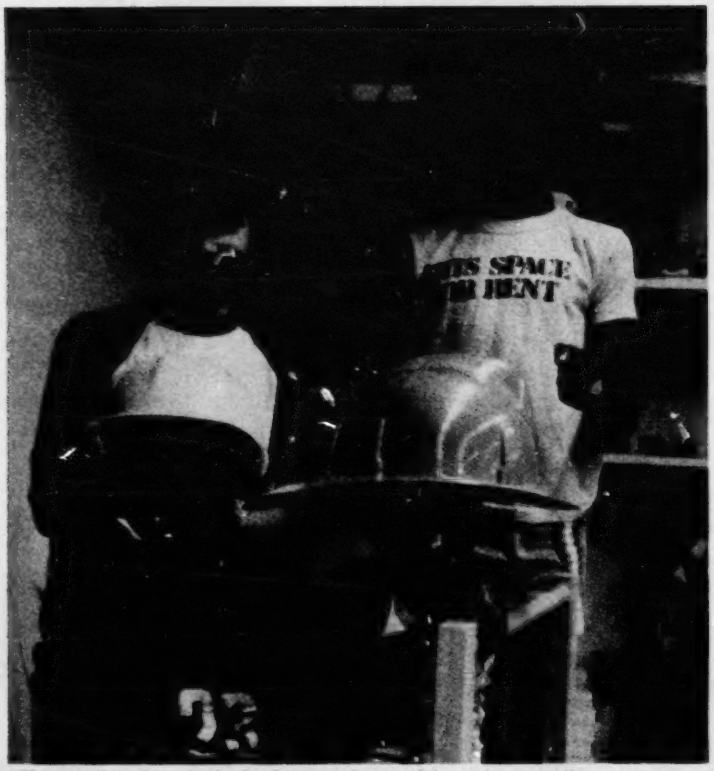
(5) Problem-solving is more important as identification reflects the beginnings of qualitative thinking in that ideas are formed and tested and judgments are made through such observations of characters.

Humor also reflects a heightened interest in problem-solving skills. Playfulness of thought can be seen in cartoons and in situation comedies, formats enjoyed immensely by the 7- to 9-year-old. Elements related to enumeration of material to support the view, use of antithesis to support or reinforce the view, summing up to show how the material is justified are inherent in many humorous situations. Silliness is a way of dealing with the adult world of supposed sanity and order. Humor is another way of testing skills, a method perhaps inappropriate to the adult but vastly enjoyed with peers. Silliness on TV is rarely random but is skillfully contrived to relate to an event that has come before or will follow. The child values such clues, which are not only entertaining but help the child in the refinement of his or her own skills to resolve a situation.

Being good is important at this time. Thinking 7- to 9-year-olds are faced with sizable problems when they see many of the world's powerful people exposed. Watergate and ABSCAM are not just labels, but represent adults who have done bad things. Not all the models children see on TV are presented by writers establishing clear good- and bad-guy roles. Some larger-than-life models are real-life models, offering serious problems to the child as well as adults. A sense of ambivalence about adult heroes is present during this time, and children are trying to establish reasons for hero worship. Some of their reasons are based on verification, but when verification is not possible rationalizations will be made to support either a negative or positive position.

A child describing Dr. Smith in "Lost in Space" was particularly graphic in explaining her position: "I hate Dr. Smith the most because he acts like a hotshot and sings queer. He's disgusting. You know what they should do, say they'll let everyone come, then leave Dr. Smith behind. . . . Oh, I feel like killing Dr. Smith. He's a rat. I used to like him but now I hate him because he does dirty tricks and he bosses the robot around. . . . He always says, 'I'm here' in a funny voice. I keep hoping they leave Dr. Smith. Dr. Smith, I wish you get killed. I can't wait till Christmas. I'll get a Raggedy Ann doll or Dr. Smith and I'll punch it to death. If Dr. Smith was my father, I'd run away from home."

Throughout this period a sense of helplessness, even of defeat, may be apparent, especially for those children not meeting with success. School, sports and peers can help the child succeed by becoming more



"The central need . . . is the development of successful experiences . . ."

skilled rather than more helpless. The central need, however, is the development of successful experiences that help verify that one is able, that things learned will enable one to learn more, do more and be more successful.

Henry Pluckrose, an unusually thoughtful and creative British educator, indicates that all school children by the age of 9 will be able to read books, write down their thoughts, speak well and compute as a *function* of the school program provided to acquire these skills and refine them through significant (to the child) experiences. We can all share this educational expectation for each child and teacher.

10- to 12-Year-Olds

Gesell felt that the 10-year-old was at the golden peak of early development, which he described as a period of calm, assurance and productivity. While the child is engaged in concrete mental operations there is a continued struggle to put the world in its place. One 9-

year-old commented on a TV commercial: "I like to look at those kinds of commercials; they keep me up to date . . . I like to see how they figure it out, they tell the truth but they stretch it." A more realistic peer commented: "They say that you get white teeth from the toothpaste, but that isn't so. Everyone in my class uses a fluoride toothpaste, but they all have yellow teeth like me. And I brush my teeth about 5 percent of the time and I have no cavities."

Logical thinking now takes on greater importance. There is a constant need to develop ideas slowly and surely, to make sure that each step is taken in the right direction. Perhaps this is the one reason the cartoon continues to be a preferred show. Children see it as a visual fable. The characters are clear with well-established traits, the plot is equally predictable—the good are rewarded, the bad punished. There is a chesslike quality to cartoon viewing for the 10- to 12-year-old. Each character is known to make a "specific" move. The "plays" are expected by the viewer. There are never any doubts or loose ends; logical ends are possible.

The move toward logic directs the child into relationships with others that are different now. There is not only the "I" of early periods and "you," but through sharing of opinions and even consensus, it is possible to establish a sense of "we," reflecting that logical thought can be attributed to others as well as oneself. This is a giant step in the development of relationships that can continue to serve one throughout life.

Children during this developmental stage are strongly aware of dissonance. A fat policeman, for example, is not accepted as a good characterization. Policemen in real life are not fat. While the slim policeman may not be an invariable model, the belief serves children as a truism. They are intent on verifying what they see by referring to their own experiences. There is no need to take what they see and fit it into their frame of reference. As a result, they often come to gross rationalizations about actions viewed on TV.

A reaching out to the world involved in the move from "I" to "we" helps make possible establishment of satisfying relationships with others. Socialization processes are particularly apparent during this time, since children bring all their thoughts and actions to bear in attempting to share opinions with others. The "others" become significant factors in one's ability to exercise thought. There is a distinct sense of empathetical investment in others and in what they think. A 10-year-old boy commenting on Hank Aaron's performance in a baseball game when he broke a long-standing hitting record, said while watching the event on TV: "It was terrific and what a thrill to see it! Aaron must be relieved now and very happy it's all over." He expressed an opinion, feelings and sympathy that extended beyond the facade of the screen in his response to an event involving an adult.

Validation is important during this time. It is important to help children better understand the role TV plays in their own lives, since the acceptance of specific behaviors or ideas may be dependent on validations made through TV characters rather than through other human beings. It is a sobering fact that children rely heavily on TV family situation comedies and dramas as a source for models related to family life and growing up.

By age 10 children are moving from the level of concrete ideas related to morality to personal structures of moral principles. A strong sense of justice takes hold. Rules are made, rules are kept. Breaking a rule is a highly charged act. A 10-year-old viewing an educational program on wild life was deeply disturbed by the shooting of hippos. The program dealt with the thinning out of herds. He asked, "How do they decide which hippos to shoot and which will live?" He could not accept the need for thinning. Instead, his concern was for the arbitrary fate revealed by letting one hippo go free and shooting another. The moral aspect of thought development is one that teachers pay attention to, since they *can* provide experiences that will help children clarify as well as develop a sense of justice.

Anxiety is no small matter in the lives of the 10-to-12s. Fears are frequently masked although shared with peers. Grossness of imagery, language and even behavior are ways of dealing with fears and anxieties. TV viewing offers an array of anxiety-bound scenes, which children watch avidly, in some instances obtaining temporary relief from their own anxiety state; in other instances they are left with the verbal, physical or emotional violence added to their own unresolved fears.

Children who rely heavily on TV for companionship, learning and success by the end of this developmental stage have obviously not had enough success in person-to-person relationships to satisfy such needs. The school experiences for such children become even more important in their lives, since classrooms may be the only place in which more positive learning can occur.

Part II
The Classroom and TV

Teachers as Researchers

Teachers under 35, who are themselves children of the TV age, will not have to be encouraged to watch TV. Others may need to catch up or keep up. It is not possible to use the child's TV viewing unless the teacher has TV viewing experience too. Think of it as research!

At the beginning of each season tune into TV frequently to become familiar with new programs, characters and performers, especially those programs students watch heavily. Keep a card file of your own, indicating relevant facts (plot, format, characters, time). Read TV reviews in daily newspapers.

As teachers are researchers by profession, they are able to look at long-range goals and set up learning experiences for students, using many resources. Children and television as resources for research require of the teacher an exercise, and possibly a revival, of a full range of skills: child study, including observation; development of polls and surveys; analysis of data; utilization of data analyzed; development of new learning experiences and assessment of effectiveness of these experiences.

Children and TV Learning Resources: Polls and Surveys

Developing and using polls and surveys in the classroom serve a two-fold purpose. Children can gain insight into the process itself, and in experiencing the use of polls in political and public issues, they attain a better understanding of their TV viewing. Choice, consensus, the majority view and personal taste are revealed through survey data analysis. In developing a bank of information, teachers will be able to draw from the data as needs emerge. To introduce and engage in the suggested activities of this bulletin, teachers must know a great deal about their children's TV viewing.

The Oral Survey This can be conducted on an individual, small group or class basis. The teacher, group aide or student teacher will ask younger children unable to read or write what program they watch, e.g.: 1) Which programs did you watch yesterday? 2) Which programs did you watch this week? 3) Which programs did you watch during the week end? Experience charts can be set up to show program types and preferences (cartoons or situation comedies) or actual program titles.

Asking young children which programs they enjoy often brings a rich response. It is also important to ask them with whom they watch TV and who selects programs viewed Young children often have to watch programs chosen by family members (grandparents, parents or older sibling).

On a slightly more advanced level, the teacher can poll the class by having children respond with "yes" or "no" to having watched program titles from last week's TV listing. From these simple tallies the teacher may be quite surprised at how much information can be gathered from young children, such as catching a glimpse of bed-time patterns (last show viewed); out of school activity time habits (TV, chums, sports) and even personal interests of children (program preferences revealing interests). Another source of information is through surveys conducted with parents of young children. Details will be found in the final section of this bulletin, *Parents and TV*. Surveys should be made on a monthly basis in order to keep up with changing needs and life patterns of the children.

Oral surveys and polls can also be conducted with older children. The older the group the greater the responsibility individuals can assume. In a fourth-grade class, one group can be responsible for deciding on questions to be asked and conduct the actual poll or survey. The range of questions can be extended beyond those asked younger children.

The Written Survey By the second grade it should be possible to engage in written surveys with the whole class. Questions must be simple enough to read and the format clear enough to elicit information. Lists of TV programs and characters can be posted for children's use as a reference for their writing. Several possibilities are illustrated below:

Chart "A"

A. *Open-ended Survey*

1. _____

NAME _____ DATE _____

TV PROGRAMS I LIKE TO WATCH:

_____

_____

_____

2. _____

NAME _____ DATE _____

TV PROGRAMS I WATCHED YESTERDAY:

TV PROGRAMS I WATCHED ON THE WEEKEND:

_____

B. *Forced Choice Survey*

1. _____

NAME _____ DATE _____

Place a circle around the programs you watched during the past week.

(TV weekly schedule xeroxed from newspaper)

_____

2. _____

NAME _____ DATE _____

Circle the answer of your choice for each of the following questions:

1. I like do not like to watch TV.
2. I watch TV with
   my mother my father my brothers
   my friends my grandparent/s alone.
3. I choose the TV programs I watch
   sometimes always never.
4. The TV set is in
   the kitchen the living room
   other bedrooms my bedroom the family room/den.
5. I watch 1-2 3-5 6-9 10 or more TV programs every day.

The TV Log TV logs are useful aids to both teachers and children. Although young children cannot be expected to keep such records, the teacher can keep a weekly class TV-viewing log based on short oral discussions with the children. TV-viewing logs can be developed with children beginning in the fourth grade (concrete operational phase). Several examples follow:

1. Children can be asked to keep a daily record of programs viewed:

DATE May 11, 1981 DAY Monday HOUR 5:30 pm PROGRAM Wonder Woman

DATE May 11, 1981 DAY Monday HOUR 7:00 pm PROGRAM Mash

The data can be analyzed indicating amount of time spent viewing TV for each child and class, program preference by type of program or for each child and hours of heavy viewing for class and individuals.

2. Children can enter an hour-by-hour (out-of-school) record of their activities for a two-week period in a dittoed form or in a log. (Sample follows on next page.)

Analysis of the data can provide information on time spent on life necessities (breakfast, dentist), social interactions, sports, hobbies and TV viewing. Percentage can be taken for time spent on type of activity

sample

Name _____

Monday May 10, 1982

Time	*Activity*
6-7	Woke up at 6:15, showered, talked to mother
7-8	Breakfast with sisters, mom, walked the dog
8-9	Bus to school
9-3	School
3-4	Bus home
4-5	Went to dentist, alone
5-6	Talked with John on the telephone
6-7	Had supper with sister and dad
7-8	Homework, mostly math
8-9	TV (Different Strokes)
9-10	TV (Dynasty)
10-11	TV News until 10:30 then walked the dog, bed

over a two-week period. Program preferences for the individual and class can also be determined.

3. Children can keep a TV-viewing log indicating preferences and dislikes at the beginning of each season. This type of log kept on worksheets and analyzed by program becomes part of the total picture of an individual student's TV analysis. A sample review sheet is shown on the following page.

Results of each survey should be shared and used with the children. The teacher should be cautioned that information provided by the children must never be used against them and that at all times the purpose of collecting such data is to help develop insight and content. If children are taken to task for the time they spend watching TV or the type of program they view as a result of their candor, they may become hostile and distrustful. In this situation, where objectivity is required, the teacher is in a key position to help students develop *objective* rather than subjective ways of looking at TV behavior. Objectivity is a critical skill that should not be overlooked or minimized in our concern for the child and learning.

NAME _____ DATE _____

PROGRAM TITLE _____ TIME VIEWED _____

VIEWED WITH _____

SUMMARY OF SHOW

CHARACTERS ENJOYED

CHARACTERS DISLIKED

CRITICAL EVALUATION

RECOMMEND TO OTHERS	YES	NO
RECOMMEND TO YOUNGER CHILDREN	YES	NO
RECOMMEND FOR PARENTS	YES	NO

The Classroom TV Resource Area

A classroom TV resource area needs no more than a portion of a bulletin board and some shelf space. Additional materials might include a good-sized box to hold 10 × 14 or 9 × 12 brown manila envelopes and a small file box. The area could be enlarged as interest in its use develops, but restraint should be exercised as this is to serve as a resource area.

Although children's home TV viewing experiences are classroom learning resources, such viewing should not become a classroom focus,

because there are important classroom activities requiring adequate space. For young children, block, art, housekeeping, language arts-library-picture book, climbing and musical activity areas take priority, since in most homes children do not have such space and materials available. Older children need space for science and social studies projects, math materials, language arts and research resources, art and music activities.

Each Monday the teacher can post the week's TV schedule on the bulletin board, circling those programs of special interest to the children, highlighting interesting programs by adding attention-getting devices to the display. Appropriate public information material related to the programs should also be posted. The charts children develop may be added along with newspaper reviews of programs and possibly parents' comments and reviews. The bulletin board materials should be changed weekly.

Manila envelopes, one for each child, can be used for worksheets and storage for children's TV work. Worksheets could be color-coded to distinguish them visually from the children's work envelopes or kept in two separate boxes, one for work to-be-done sheets and another for children's completed work. Of additional use is a file box for keeping records of all programs watched, program time, day of showing and critical reviews, evaluations and ratings provided by class members who have watched a particular program.

Useful additions are a picture file of TV personages and programs and a world map posted at the beginning of each school year with markers related to the location of shows viewed during the season. Young children enjoy this geographic display and helping to keep it up to date with the teacher's aid in writing program titles and placing the marker in the correct location. Older children can do this independently. Seeing markers on the map makes geography more vital to children and can produce worthwhile observations leading to further explorations on maps and globes.

Survey results of TV viewing should be put up on the bulletin board, since some work suggested in Part II will result in display materials. It would be more appropriate to place such work in related areas: bibliographies and character reviews could appear in the library-language arts area, time-lines related to social studies placed in that area reflecting social studies work. Dispersal of information is suggested so that children will not be focusing on TV but will be led to understand its value and use in learning generally.

Part III
Learning with TV

Adding Piaget to the TV Experience

Since Piagetian developmental stages are being used as the framework for these sample lessons, it might be well to consider how Piaget came to his conclusions about children's cognitive growth. In his research he observed children and asked them questions as they interacted with objects, noting how they perceived the particular qualities and relationships of the materials before them. As they interacted with other children he saw how and what they communicated to each other. He observed what they believed to be "true" about their experiences with materials and their peers at each stage of their development. The teacher, too, can learn from observing children when introducing the topic of television, by asking them what they watch, what they like and why. The teacher will find that children start to talk quite animatedly and soon will not be talking to the teacher but amongst themselves. Even the most reluctant student will participate. In listening to children, the teacher will not only find out what programs they like and what interests them in these programs but *where* children are developmentally in their understanding of what they view on television and, of course, what their oral communication skills are.

Piaget placed great emphasis on the interaction of children and their environment in cognitive development. But children do not interact with television in the way Piaget saw interaction. He indicates that a second-hand experience is not enough to make learning possible. In fact, he cautions that demonstrating operations does not assure understanding or internalization of the operation. He feels that the child must be provided with the opportunities for activities that require actions on his or her part so that internalization will occur through a process of engagement with materials, time, space and self. Piaget said, "The subject must be active, must transform things and find the structure of his own actions on the objects."[2]

This poses quite a problem for the child who *thinks* he is learning a great deal from his TV viewing and applies equally to the learning limitations of commercial television and educational television. Interestingly enough, subscription cable TV is beginning to deal with such serious limitations to TV viewing through the testing of interactive television programing.

[2]Ripple, Richard E., and Verne N. Rockcastle (eds.), "Piaget Rediscovered."

But children have, and are taking, something from the television environment or experience. There are some things they can use because they are appropriate to the child's developmental stage as discussed in Part I. Unfortunately, a great deal of what they watch they can't use. In an extreme example, this is one of the reasons NBC found it necessary to run spots between children's programs, warning children not to try to fly or try to go through brick walls. Obviously, not all children watching such episodes had reached the level of Concrete Operations where their own life experience would tell them they couldn't do these things. Since it is impossible for teachers to control children's television viewing by matching programs to their developmental levels, (although the teacher would do this when assigning programs) it is crucial that the teacher periodically become an intermediary. Parents should do this also.

But there are difficulties. For the teacher it is difficult because not often, if ever, is he or she viewing television with the children. For parents it is difficult because they are busy and often do not realize the importance and necessity for their intervention and mediation. Luckily for some children, older siblings provide the role of mediator so that happenings on television are not completely incorporated into the child's immature view of what is possible. They play the role of educator in explaining, highlighting or defining terms and actions. There are no sample lessons following to indicate how this can be done, but there are studies that have shown the efficacy of adult intervention.[3,4] In Part IV suggestions for Parent TV workshop possibilities and meetings will be made, as well as TV activities parents can develop at home.

It has been noted that young children are now coming to school with advanced vocabularies and knowledge based on what they have seen on television, an advancement considered a plus for television as the medium combines the verbal and the visual in a way that makes it easier for children to understand, if sometimes only superficially, matters that the pre-television child had no exposure to. But we should not be lulled into thinking that it is true understanding on the part of all children, especially when it comes to verbalization. If, as Piaget has pointed out, "Words are probably not a short-cut to a better understanding. . . .,"[5] then teachers have to question children's use of language they hear on television as well as the assumptions children make concerning what they see and hear. One must begin with the children. Do not send them to dictionaries and encyclopedias as their *first* source for verification.

When some first graders were using the word "activate," the teacher wanted to know if they knew what it meant. When the girl who was using the word was asked its meaning, she turned a make-believe key in another child's back, saying, "activate," and that child started to walk

[3]O'Bryant and Cordero-Dolz, "Children and Television," *Children Today*, May/June, 1978
[4]"Sesame Street Rated Excellent," *The New York Times*, Nov. 5, 1971.
[5]Ripple, R. E. (op.cit.)

like a robot. The girl gave the teacher a pleased smile, indicating that the robot was activated. Certainly for first graders this is a more valid way of knowing than the dictionary meaning, "to rouse to activity." In fact, the teacher learned that both children understood the word. This method may be valid with older children too, to ask first about their own experiences or have them act out or role-play the word; or suggest they ask older siblings or relatives or friends about the word. If there is still a question of their understanding or their impressions are incorrect, then have them go to print or other media sources. Of course one cannot do this every time children talk about what they have seen on television. Only when there are misconceptions or misunderstandings deemed important enough to deal with would it be necessary.

Television does have an extraordinary power to make the impossible appear real. Some children may believe implicitly what they see on television, even when faced with contrary evidence. They may believe that O. J. Simpson can fly through an airline terminal even though they have been shown photographs of how this was achieved technically.[6] This illusory quality of TV is one good reason educators must deal with it. Though we may have children who are not ready, either developmentally or psychologically, to replace the image they see on television with reality, the goal should be to get children to understand that television is a medium of communication and that *what* it communicates and *how* are open to discussion just as is true for other media.

This work, helping children understand the nature of TV, should begin in early grades and continue right through high school. Working to develop this attitude in our children will bring us closer to fulfilling one of the educational goals Piaget thought important: ". . . to form minds which can be critical, can verify, and not accept anything they are offered. The great danger today is of slogans, collective opinions, ready-made trends of thought. . . . So we need pupils who are active, who learn early to find out by themselves, partly by their own spontaneous activity and partly through materials we set up for them; who learn early to tell what is verifiable and what is simply the first idea to come to them."[7] In truth, we want to encourage children to be thinkers.

The sample lessons that follow were designed with this goal in mind. Each TV activity is presented to help the teacher organize and fit such possibilities into curriculum and daily lesson plans. A degree of latitude has been taken in matching the Sample Lessons with Piaget's Operations. We hope Piagetians will understand our previously stated goal, which is to have children become involved with the television medium, not just be entertained by it. Using television as a resource, we want to engage the child's thinking abilities in activities that can be correlated with curriculum areas.

[6]"Super Juice," *TV Guide*, May 25, 1980.
[7]Ripple, R. E. (*op.cit.*)

The lessons concentrate primarily on those skills that lend themselves easily to reinforcement and enrichment by children's television viewing. The reader should consider these lessons descriptive, not prescriptive. Teachers know the curriculum, the children and their developmental levels. You, the teacher, are the only one who can decide what to use and how.

Before assigning programs for viewing, it is necessary to find out what most of the children watch regularly. Through polls and surveys as described in Part II, this information can be gathered. The more familiar children are with TV programs, the easier it will be to apply the skills the teacher wants them to learn. As suggested in Part II, it is important that the teacher watch situation comedies, cartoons, re-runs and news programs to become acquainted with format, characters and tempo. Descriptions from such publications as "TV Guide," "Instructor," "Prime Time School Television," "The Teacher's Guide to Television" and the TV sections of Sunday newspapers will be helpful in devising activities and worksheets suggested for some of the sample lessons. Because of the transitory nature of the TV experience, it is useful for children to have something structured in front of them, like a worksheet, so they can easily jot down their responses and/or observations. TV worksheets can also become part of a cumulative written record of TV activities, which can be shared with friends, siblings and parents.

When actually assigning a program to be viewed, if the children are not given a worksheet it is advisable that they have the aim of the lesson and the assignment (process and outcome) in some written form in their notebooks. There are several reasons for this. Parents may want to know why the teacher is assigning programs, such as cartoons or situation comedies. It will make no difference to them that the children are already allowed to watch these programs regularly. As such programs may not readily appear to have any educational benefits, parents may feel the teacher is either wasting the child's time or encouraging the child to spend time watching TV.

It is good to allay parental fears on these issues. The best way to do this would be at a parents' meeting, if possible, or with a newsletter explaining your use of TV in the school program. But it is also helpful to reinforce reasons in some written form.

The school supervisors may also have to be convinced of the educational value of assigned viewing. Seeing a worksheet or the aim written in a child's notebook should help convince them too. Children may need the worksheet to help them focus their attention when watching the particular program assigned. It is always good to have children *know* what learning outcome is expected. Too frequently they haven't the vaguest idea of why they are asked to do something in school.

The TV-related activities will be presented in the following format in order to help organize and fit them into your curriculum plans and daily lesson plans.

FORMAT

Developmental Stages:	**Piagetian Operational Function:**	**Curriculum Area:**
Process:		
Types of TV Program Suited to the Activity:		
Materials Needed for the Activity:		
Process Activity:		

Piagetian Process Activities
Format Guide

Piagetian Developmental Stages:

Two stages will be used: Pre-operational thought and Concrete Operations. Pre-operational thought includes children from 2-3 years (the early learners or explorers), and 4-6 years (readiness, beginning skill learners). The concrete operation stage includes children from 7-9 years (skill refiners) and 10-12 years (information verifiers).

Piagetian Operational Functions

The following operations will be included in the two stages:

(Pre-operational thought)
Development of language
Socialization of behavior

(Concrete Operations)
Further socialization
Decentering
Transformation
Reversibility
Conservation
Seriation
Classification
Causality
Time
Speed

Curriculum Area

Language Arts, including speaking, reading, writing, storytelling; Mathematics; Science; Social Studies; Music; Art; Creative Dramatics; Physical Activities.

Process

Statement related to the proposed activity and its purpose

Types of TV Programs Suited to the Activity

Indicates program type or specific programs that can be used for this activity.

Materials Needed for the Activity

Things a teacher will need to have the children participate, such as chart paper, magic markers, worksheets, maps, others.

Process Activity

Procedures suggested for development of the activity.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:	1
Pre-operational Thought	Class Inclusion	Visual Perception, General	

Process:
Children will practice seeing forms and the relationship of parts to a whole by using jigsaw puzzles based on TV characters.

Types of TV Program Suited to the Activity:
Any characters that appeal to this age group, usually cartoon characters

Materials Needed for the Activity:
Pictures of TV characters alone or in scenes with others, (found in inexpensive activity books, Sunday newspapers, magazines) heavy cardboard, rubber cement, mat knife and clear "contact," box or tray for each puzzle

Process Activity:
Puzzles can be as simple or as complex as teacher feels appropriate for the children's levels and needs. Children enjoy doing puzzles. For some children, commercial puzzles are sometimes difficult because the content is not part of their experience. Characters and scenes from TV provide a "structure gestalt" for the child, helping to make the experience successful. Pictures are pasted on heavy cardboard by children working in twos. They pencil a design on reverse side of picture. Teacher cuts pieces with mat knife (5-piece puzzle for 3-year-olds, 6 pieces for fives, 10 for sevens). Puzzles placed in trays slightly larger than their size can be used by individuals or children in groups.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:	2
Pre-operational Thought	Beginning Classification	Language Arts: Reading Readiness	

Process:
Children will classify TV programs and characters.

Types of TV Program Suited to the Activity:
Any programs the children usually watch

Materials Needed for the Activity:
TV Guide, TV section of newspapers. Chart paper, magic markers

Process Activity:
Teacher starts by giving a name of a type of program, such as a cartoon. Children will contribute names of other cartoons. At another time teacher will name a character, and children will contribute names of other characters from the same program. Teacher can write lists on a chart for those children wanting to use this material for future reading practice. Variations of a classification activity would be for teacher to name two characters from the same program, a third from another, not necessarily in that order. Children would tell which go together. Or teacher names two titles of funny programs, one scary program; or two locales, one a city, the other the country. Types of characters can also be classified: silly, serious, nice, not nice.

3

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Pre-operational Thought	Beginning Classification	Language Arts: Oral Communication

Process:
Children will classify pictures of TV characters according to programs they are in.

Types of TV Program Suited to the Activity:
No specific programs necessary for this activity

Materials Needed for the Activity:
TV Guide, TV section of newspapers. Comics from newspapers or books based on TV. Scissors, cardboard, glue, clear "contact"

Process Activity:
This activity is appropriate for one or two children at a time. Pictures of TV characters children would be acquainted with will be cut and pasted on cardboard, put into sets according to programs they are in. Two sets of cards would be mixed and children asked to put them together according to program the characters are in, thus providing one classification. Children may think of others. Questioning children as to which characters go together may not bring answers the teacher had in mind. Their responses, however, can help the teacher "see" the direction of their thinking. The teacher may want to clarify or may accept the child's classification if it has validity for that child.

4

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Pre-operational (5-7 years) and beginning Concrete Operations	Language acquisition	Language Arts: Reading, Development of Sight Vocabulary

Process:
Children will include names of TV characters in their individual sets of sight vocabulary cards.

Types of TV Program Suited to the Activity:
No specific programs necessary for this activity

Materials Needed for the Activity:
Oaktag cut into pieces or 3 × 5-inch cards, magic markers

Process Activity:
This activity is similar to one used by many teachers and noted in Sylvia Ashton Warner's "Teacher," where words having a personal meaning are recorded for children's use in building a sight vocabulary. Many children at this stage are involved with certain TV characters, and names of these characters could easily become part of their sight vocabularies. Since names pose a certain difficulty for beginning readers, including them in their sight vocabularies and giving them added practice might help in their later reading activities. Words children use to describe their favorite (or non-favorite) characters could also be included in their sight vocabularies.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Pre-operational (5-7 years) Thought	Language Acquisition	Art, Language Arts: Vocabulary Development

5

Process:
To facilitate use of words heard on TV in a situation where teacher can observe whether children know the meaning of the words, puppets can be used to represent TV personalities.

Types of TV Program Suited to the Activity:
Any programs children select

Materials Needed for the Activity:
Ready-made puppets or simple puppets made of socks, bags or paper and stick. Pieces of cloth, yarn, magic markers

Process Activity:
Children can make puppets to become part of TV resource center, which can then be used as children talk about various programs. For example, a puppet with a cape that has an "S" on it will readily be recognized as Superman. From the children's description of the exploits of a TV character, the teacher can help small groups or pairs of children devise a simple plot they can act out and present to the class. The children's language can be enriched by the teacher's use of synonyms or descriptive phrases.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Pre-operational (6-7 years) and beginning Concrete Operations	Language Acquisition	Language Arts: Reading, Auditory discrimination

6

Process:
Children will be able to use the material they hear on TV to help them in reading readiness experiences.

Types of TV Program Suited to the Activity:
No specific programs necessary for this activity

Materials Needed for the Activity:
Chalkboard or chart paper, magic markers or heavy crayons

Process Activity:
Titles of programs and names of characters children frequently hear on TV can be used when teacher is presenting words for auditory discrimination; for initial consonant sounds, ending sounds or any linguistic patterns or phonograms. For example, including "Superman" or "Spiderman" in list of words beginning with "s" will keep children's attention level high while they are listening for that particular sound. Or if children are being asked to supply the words, teacher can tell them that names of TV characters or programs can be included. Using words children are both acquainted and involved with will help in development of their auditory discrimination skills. These lists can be kept for future reinforcement or reference. Making copies to put into children's notebooks is helpful for children needing further practice.

7

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Pre-operational (5-7 years) and beginning Concrete Operations	Language Acquisition	Language Arts: Reading, Visual Discrimination

Process:
Children will match title of programs and names of characters from lists made in class from auditory discrimination activities described in previous lesson with their counterparts when seen on TV screen.

Types of TV Program Suited to the Activity:
Any programs the children usually watch

Materials Needed for the Activity:
Children's notebooks or mimeographed copies with the familiar names and titles

Process Activity:
To help children with this activity, names and titles should be arranged according to days they are shown on TV. Children should be told to keep list before them when watching particular programs and see if they can read the titles and names of characters usually shown at end of programs. Children will be focusing on printed material on TV screen, an activity not all of them do often, to reinforce what they are working on in class. Parents could take part in this activity also. They would have to watch only the introduction and end of programs.

8

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Pre-operational (5-7 years) Thought	Seriation	Language Arts: Knowledge of alphabetical sequence

Process:
Children will practice putting the letters of the alphabet in order.

Types of TV Program Suited to the Activity:
Educational programs

Materials Needed for the Activity:
Materials will vary according to activity.

Process Activity:
Most children come to school able to recite the alphabet by rote, having heard and seen it on educational TV programs. They still need help in distinguishing some letters in the middle of the alphabet and practice in knowing which letter comes before another, which comes after. This knowledge is necessary in later use of alphabetical order in dictionaries, pictionaries, indexes, telephone directories. Activities should at first include both visual and aural stimuli and large-size letters for group class lessons or smaller letters for individual children. Worksheets or games can be developed for a variety of exercises. An activity involving help of older children would be construction of a board with batteries, wire and buzzers on back. The buzzer would sound when children connected the right letters. The teacher could change questions on front of board as children progressed.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Pre-operational Thought	Seriation	Math (Size)

9

Process:
Children will group clothes and objects which could be used by characters from TV programs according to the size of characters. Large and small, first; medium would be added later.

Types of TV Program Suited to the Activity:
Any programs the children usually watch

Materials Needed for the Activity:
Pictures of TV characters, their clothes and things they might use to be traced out of inexpensive activity or coloring books featuring characters from cartoons and non-commercial programs

Process Activity:
Teacher or educational aide would show pictures of two characters of different sizes, say Brutus and Sweet Pea (Popeye), to one or two children at a time. Children would be asked to choose pictures that go with each character from a mixed collection of pictures of large and small objects. After that is done successfully, a third character could be introduced, whose size would be in between the large and small, such as Popeye himself. Again children would be asked to match pictured objects from a mixed collection. They then would be asked to put pictures of the characters in size order, then to reverse the order.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Seriation	Language Arts: Vocabulary Development, Meaning of Superlatives and Comparatives

10

Process:
Children will have to order their choices of TV programs and give reasons for choices.

Types of TV Program Suited to the Activity:
Any programs the children usually watch

Materials Needed for the Activity:
Chart paper (or chalkboard), magic markers

Process Activity:
Teacher will ask children which program they would choose if allowed to watch only one program on a given day, then asked on what basis they made their decisions; what their reasons were for choosing the "best" or "super" program. After criteria are established (different for different children), they can be asked for their second choice. Depending on maturity and ability of children to engage in research, some might compare choices with the Nielsen ratings reported in newspapers or the best program chosen by the National PTA.

11

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Seriation	Language Arts Sentence Construction Reading

Process:
Children will put sentence parts in order using names and activities of TV character.

Types of TV Program Suited to the Activity:
No specific programs necessary for this activity

Materials Needed for the Activity:
Three different colors of 3" × 5" cards or oaktag cut to a preferred size, e.g., 2" × 4"

Process Activity:
A different color set of cards will be made for each sentence part: 1) "Who" (nouns), 2) "Does What" (verbs) and 3) "Where" (adverbs or prepositional phrases). The "Who" cards will name characters from TV programs ("Popeye"); the "Does What" will tell what the character usually does ("eats spinach"). And in the case of Popeye the "Where" card could be "anywhere" or "everywhere." Cards are put in order face down in three piles according to color. One to three children can play, turning cards over to form a sentence. Children should read sentences aloud, checking each other. After children do this successfully, cards can be shuffled out of order in each category and arranged as in a game of Concentration. Six sets of cards should be the limit for this part of the activity.

12

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Seriation (Sequencing)	Language Arts: Reading

Process:
Children will see the words of a commercial they have heard on TV.

Types of TV Program Suited to the Activity:
Any commercial that is appropriate for use in school

Materials Needed for the Activity:
Chart paper, oaktag, magic markers, crayons

Process Activity:
Teacher will write words of the commercial on a chart as children dictate them. There may be some discussion among the children as to who remembers what correctly. If words are not correct, teacher will not supply right words but ask children to listen carefully the next time they hear the commercial. Specify part of commercial to concentrate on. The teacher will make a second copy of commercial on oaktag and cut it into separate words. These will be given to the children to put order, matching the printed chart. Some may be able to do it from memory. Children needing reinforcement in matching can use the word cards to match words on the chart. Periodically referring to any sight words on the chart will give children an added opportunity to read them. Other word recognition or structural analysis skills can be reinforced with use of such a chart. Also, when putting the material in printed form, children's attention should be drawn to the placement of punctuation.

13

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Seriation	Language Arts: Reading, Sequence of Events (1)

Process:
Children will determine sequence of events using comic strips that are also seen on TV.

Types of TV Program Suited to the Activity:
No specific programs necessary for this activity

Materials Needed for the Activity:
Comic strips, such as "Peanuts," "The Flintstones," "The Amazing Spider-Man" from daily and Sunday newspapers

Process Activity:
A comic strip will be pasted on cardboard or oaktag, frame by frame and put into an envelope out of sequence. In the beginning only three or four frames should be used; two frames may have to be left intact instead of cut into individual frames. Also, first and last frames should be so designated. This is an individual activity after a lesson on sequence, the children putting the frames in sequence. After a child has done this, an adult or older student can check it. The child who can also describe the sequence will add another skill to this activity, that of oral communication. Though comic strips rely heavily on illustrations, it is usually necessary to read some of the print with the pictures to determine sequence. However, children with limited reading ability often follow action or sequence without reading *every* word. Comic strips of varying length and complexity can be used with children on different reading levels.

14

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Seriation	Language Arts: Reading, Sequence of Events (2)

Process:
Children will determine sequence of events of a particular program.

Types of TV Program Suited to the Activity:
Reruns of programs or Specials children have seen before

Materials Needed for the Activity:
TV Guide, TV Section of newspaper, worksheets highlighting what children should observe and record

Process Activity:
Determining sequence of events using TV poses difficulties because of the nature of the medium. Usually the action is episodic, not linear, even in non-commercial programs. Children can learn to look for a sequence if program has a story line; a videotaped program would be more appropriate for younger children. Even with older children, familiar programs are important. Children are given worksheets dividing programs into segments bound by commercial breaks. Worksheets should include reminders for children to look for who is doing what, when and where. Children would be asked to write down what had happened just before a commercial. They will do this during the commercial. They should turn off the sound to concentrate on the writing task. It might be necessary to tape the program, letting children hear it the next day when they could stop the cassette player to write down the action. Some practice in note-taking should be done before undertaking this activity.

15

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations (10-11 years)	Seriation (interrelationships between details)	Language Arts: Reading, Cause and Effect

Process:
As reasons for behavior of TV characters are often not clear, children will need much directed practice in determining cause and effect when using it with TV.

Types of TV Program Suited to the Activity:
Reruns of programs or Specials children have seen before

Materials Needed for the Activity:
TV Guide, TV section of newspaper; worksheet highlighting what children should observe and record for next day's discussion

Process Activity:
Different children will observe actions of particular characters during a program, taking notes during commercials. In class children will look over their notes to see if there is any relationship between what happens to a character and what a character does. Focusing on the reverse, what a character does and then what happens to that character is also germane to a discussion of cause and effect. If children cannot see relationships and reference to their notes do not help, it may be that no clear relationship was evident on program. Children might be asked to think of reasons why a character acted the way he or she did, or conversely, what the effect of their actions might be on others, thus adding inference skills to this activity.

16

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Classification	Language Arts: Reading, Main Idea

Process:
Children will describe main idea or ideas, as many programs include more than one plot line.

Types of TV Program Suited to the Activity:
Reruns of programs or Specials children have seen before

Materials Needed for the Activity:
TV Guide, TV section of newspaper: worksheets highlighting what children should observe and record for class discussion. The worksheet for Cause and Effect could be modified.

Process Activity:
Finding the main idea for a TV program is not easy. Much practice with print materials should precede this activity. Sequence of Events and Cause and Effect lessons using TV should also precede this activity so children will have had practice in observing and note-taking while watching TV. They should be asked to observe the actions of one character only. In class, children concentrating on the same character will pool their observations. Then they will have to decide whether their characters played a role in the Main Idea of the program. When all children involved in this activity meet, those thinking their characters played a role in the Main Idea should state their findings in the "Who, What, When, Where and Why" format.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Classification	Language Arts: Vocabulary Reinforcement

17

Process:
Children will reinforce use of adjectives and adverbs from their reading vocabulary to describe TV characters and programs.

Types of TV Program Suited to the Activity:
Any programs the children usually watch

Materials Needed for the Activity:
Small pieces of oaktag cut into playing card size, clear contact, magic markers

Process Activity:
Children will match adjectives and adverbs to appropriate character or program. As year progresses, teacher will add new vocabulary from children's readers and other texts. Names of TV characters and programs in written form may have to be taught to some children who don't immediately recognize them. These names will be put on individual cards. Adjective cards can be printed in a specific color—blue, for instance; adverb cards, green. Other facets, settings or plots can be added, teacher making sure terms used for these are in children's reading vocabulary. As a small group activity, children can then play a game similar to Old Maid, matching descriptive terms to characters or programs. As children's recognition skills progress, they could contribute synonyms using the dictionary for confirmation and vocabulary development.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Classification	Language Arts: Vocabulary Development

18

Process:
Children will apply their observations of certain TV characters in the making of riddles or in playing a game like "20 Questions."

Types of TV Program Suited to the Activity:
Any programs the children usually watch

Materials Needed for the Activity:
Paper, pencils

Process Activity:
Children will be asked to observe salient characteristics of a particular TV character. Preliminary work on attributes of characters should be done before asking children to do this at home, such as size, height and weight, color, personality traits. All characters suggested by children would be listed under different attributes. From these listings a riddle such as, "I'm skinny, I'm frantic and I wish I were someplace else," could evolve, describing Gilligan in *Gilligan's Island*, for example. Depending on maturity of children, teacher may first provide samples of riddles and play "20 Questions." Riddles in written form could well motivate reluctant readers. Children might assemble a book of riddles for class use, adding to it throughout the year.

19

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations (10-11 years)	Classification	Language Arts: Literature

Process Activity:
Children will classify programs according to their knowledge of literary forms and structures.

Types of TV Program Suited to the Activity:
Any programs teacher thinks are appropriate

Materials Needed for the Activity:
Descriptions of TV program plots from *TV Guide,* other periodicals and newspapers

Process Activity:
Children can classify programs in many different ways: those programs with similar plots or situations where characters are faced with the same kinds of problems; historical or geographical settings; programs classified as fantasy or reality. This latter classification may cause some difference of opinion depending on the maturity of the children. Children backing up their opinions with acceptable reasons should have their opinions respected. This activity can be done periodically throughout the school year, helping children to develop an awareness that certain literary classifications pertain to TV programs as well as books.

20

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Classification	Language Arts: Independent Reading

Process:
Children will read about sports and TV personalities focusing on certain facets of their lives.

Types of TV Program Suited to the Activity:
No specific programs necessary for this activity

Materials Needed for the Activity:
Biographies, autobiographies from public or school library. Magazines and newspaper articles for children able to read them.

Process Activity:
Children will select books relating to sports and TV personalities admired by them. After children have read their books, classifying activities can follow. Teacher will ask children to focus on one or two facets of the lives of persons they are reading about. Children can be asked, for instance, if their subject had any difficulties to overcome in attaining success in their fields. Children can report their findings to the class, and that subject's name could be added to a chart entitled, "They Made It," with short descriptions of obstacles, such as "no money," "had serious illness." This could be an on-going activity. Towards the end of the school year, the subjects would be classified according to types of difficulties they overcame.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Transformation	Lanugage Arts: Literature

21

Process:
Children will hear and read a wide variety of literature from fables to science fiction.

Types of TV Program Suited to the Activity:
Any Specials, regular programs or cartoons based on previously published stories or books

Materials Needed for the Activity:
Folk tales, fairy tales, mysteries, science fiction and historical fiction

Process Activity:
For those children who have few or no books at home or who are not regular library users, as well as others who have access to books, a story or book read aloud or that children read themselves because it is readily available, can be an invaluable experience. That a TV story was originally a book before appearing on TV screen is a revelation to many children. The transformation from the printed word to the TV version should be highlighted for children. Reading a chapter may be enough to give children a flavor of the book or whet some children's appetities for further reading. This is also an activity designed to give children time to listen to good writing and to read for the pleasure of the experience itself.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Classification	Language Arts: Critical Listening

22

Process:
Children will have to listen attentively to claims made for products advertised on TV. They will share their findings with others and attempt to verify such claims.

Types of TV Program Suited to the Activity:
Any commercials appropriate for use in school

Materials Needed for the Activity:
Chart paper, magic marker

Process Activity:
At home each child will write out TV commercial claims or attributes for a particular brand of a product. Children may have to watch commercials a few times to record exact words. In class children will compare claims for different brands of the same product. To highlight similarity of claims, they could also list the products under each attribute heading. Children can find out which brands of products are used at home and adults' reasons for using them. When children observe the same or similar claims for the same product, the question can be posed, whether it is possible to tell which product is best. If answer is "yes," the next question would be, "How is it better?" If answer is "no," next question would be, "Then how does one decide what to buy?" At this stage, there is no *correct* answer. This activity is to start children thinking about commercials.

23

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Classification and Seriation	Language Arts: Creative Writing, Oral Expression (Dramatics)

Process:
Children will write and act in a play using characters from TV programs.

Types of TV Program Suited to the Activity:
Any program teacher thinks appropriate for use in school

Materials Needed for the Activity:
A range of materials required in the play's production

Process Activity:
No one procedure can be set up for this activity as plays are sometimes extemporaneous outcomes of children's classroom work. Teacher's procedure will depend on the above and how the plot for a play evolves. TV characters can be main or incidental characters. In one third grade, children's interest in TV inspired a play using characters from "Little Rascals," but with the plot developing from an actual school experience. Two players did take on characteristics of the school personnel; the teacher in "Little Rascals" used phrases the children's actual teacher used, and her fiancé was named after the assistant principal. Needless to say, audience interest was quite high.

24

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Classification	Language Arts: Vocabulary Development

Process:
Children will learn meaning of words or terms teacher selects from children's TV viewing.

Types of TV Program Suited to the Activity:
Any programs teacher assigns, but news broadcasts or Specials would be most appropriate.

Materials Needed for the Activity:
Dictionaries

Process Activity:
With some groups of children teacher may have to watch the assigned program to get the words children should know. Or, children's reporting of program contents may produce desired key words and terms. The teacher watching the program will record the sentence or context in which the word or phrase is used for next day's lesson. Children knowing or thinking they know meanings of words selected by teacher should be given an opportunity to share this information with the class first. Then the meanings of the words can be checked in dictionaries. Children should be able to rephrase the sentences with appropriate synonyms or phrases. For example, "We shall not *exceed* the present budget" would be rephrased, "We shall not go *beyond* the present budget" or "We shall not go *over* the present budget."

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Conservation	Math: Clock Time

25

Process:
Children will reinforce their knowledge of the number of minutes in a half hour and an hour.

Types of TV Program Suited to the Activity:
Any programs the children usually watch

Materials Needed for the Activity:
Worksheets with columns for the days of the week. Each column will be divided into half-hour segments beginning with the time children usually arrive home after school.

Process Activity:
Children will record the program they watch for one day in the correct time slot on their worksheets for homework. In school they will total the amount of time. Some may do it in hours, others in half hours, others in minutes. It does not matter which they use first as long as they are then able to translate their totals into either hours, half hours and minutes. Some children may be able to do this for the total time they spend watching TV weekly.

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Conservation	Math: Fractions, Graphs

26

Process:
Children will put into fractional or graph form the amount of time they spend watching TV daily and the "free" time they have.

Types of TV Program Suited to the Activity:
Any programs the children usually watch

Materials Needed for the Activity:
Worksheet with columns for days of the week, each column to be divided into half hour segments, beginning with the time the child usually arrives home after school.

Process Activity:
Children will record programs they watch for one day in the correct time slot on their worksheets for homework, then total the amount of time spent watching TV. This figure and the total amount of "free" time they have will be used for a lesson on the meaning of fractional form. The information will be put into graph form, enabling children to observe that fractions and graphs are ways of representing and comparing parts to a whole. Some children may be able to replicate this lesson for homework on other days.

27

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Conservation	Math: Fractions, Graphs

Process:
Children will reinforce their knowledge of the use and meaning of fractions and graphs by making a survey of their classmates' daily viewing.

Types of TV Program Suited to the Activity:
Any programs the children usually watch

Materials Needed for the Activity:
Children's completed worksheets of their daily TV viewing

Process Activity:
Children will choose certain programs or types of programs and find out how many children have watched them from children's worksheets. They then will use these figures and compare them with the total number of children in the class, putting the information into fractions or into graph form. Some children can gather additional information from adults in school about their TV viewing or observe their own families' viewing habits for the raw material to be put into the above mathematical forms.

28

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Conservation	Math: Percentages, Ratios

Process:
Children will reinforce their knowledge of the use and meaning of percentages and ratios by comparing amount of time given to the content of a program with the amount of time given to commercials that come before, during and after a program.

Types of TV Program Suited to the Activity:
Programs punctuated by commercials

Materials Needed for the Activity:
Stop watch or digital clock would be useful but not necessary.

Process Activity:
As a homework assignment, children will be asked to watch a program with commercials shown during a selected 30-minute period. They will record exact times commercials begin and end, exact times the content of the program begins and ends, then total each amount. This information will be used for activities reinforcing children's knowledge of percentages or ratios. Practice in rounding off seconds to nearest minute should precede this activity. Some children may want to do this activity on their own, using different programs.

29

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations (10-12 years)	Classification and Causality	Science

Process:
Children will learn what factors affect weather changes and how weather forecasting is done.

Types of TV Program Suited to the Activity:
Weather forecast from TV news broadcasts

Materials Needed for the Activity:
Chart paper, magic markers

Process Activity:
Children will be asked to listen and watch for the many factors that go into weather forecasting, wind direction, types of clouds, barometric pressure, fronts, plus the forecast itself for at least a week. These observations should be made for all channels providing forecasts. Each child should be asked to note only *one* factor. Others will look for the same information in newspapers. In class, children will record their information on a chart, adding what actually happened as they observe the weather during the day. Some children can do further research on weather to verify importance of the factors noted in the media and to provide any background information not given on TV or in newspapers. The chart would include columns for information from TV, newspapers and direct observations.

30

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations (10-11 years)	Classification	Science: Language Arts, Creative Writing

Process:
Children will learn how to discriminate between fact and fiction in programs dealing with both prehistory and the future.

Types of TV Program Suited to the Activity:
Programs such as "The Flintstones," "Jetsons," "Buck Rogers," "Battlestar Galactica," "Star Trek," etc.

Materials Needed for the Activity:
Non-fiction materials on dinosaurs, early man, robots, planets, space and space travel, encyclopedias, educational TV programs and talks from or with persons expert in these areas

Process Activity:
Children will watch particular episodes of selected programs. In class teacher will ask whether they think the events they saw could really happen. Children enjoy spotting incongruities in programs such as The Flintstones and can learn to do so for other programs. They will be asked to substantiate their opinions with research. After children have gathered information they will report to class. To lead into discussion of differences between fact and fiction in writing, teacher can ask: "Why do writers of TV use props, events, settings, etc., that are not factual?" Discussion could lead to reading of science fiction and to creative writing projects.

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Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations, pre-operational when adjusted to level of children	Classification or Seriation depending on material children gather.	Social Studies: Community workers (to include all workers in a neighborhood)

Process:
Children will learn about community workers through first-hand experiences and will compare this with what they see on TV.

Types of TV Program Suited to the Activity:
Programs showing people in work situations

Materials Needed for the Activity:
Worksheet or children's notebooks, chart paper, magic markers, pencils

Process Activity:
In this activity it is not necessary for whole class to go to one place. Small groups can be assigned different visits, the teacher making contact with people to be visited, giving them an idea of purpose of visit beforehand. A list of neighborhood stores and businesses would be compiled by children, then a list of TV programs that show people working. The two lists would be compared. Where there is a match, individuals would observe and record what a particular person does on a program and read observations to class the next day. A group would then think of questions to ask when they visit a working place. After their visit they will compare the answers and their observations with what is shown on TV.

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Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Classifying	Social Studies: Family Living

Process:
Children will classify activities of family members from different TV programs.

Types of TV Program Suited to the Activity:
Any program with a family as its nucleus of characters

Materials Needed for the Activity:
Chart paper, magic markers

Process Activity:
Each child will choose one member of a family in a particular program to observe and will list that person's job, chores, responsibilities and leisure activities. In school the activities could be classified first under family member headings. Classifications can then be done for family members under a particular activity, such as "driving a car," "working in the kitchen." Children can also classify family members' activities in books they read and their own family members' activities. Children can compare what they observe from these three sources: TV, books and their own families. Children could make comparisons in changes of roles of family members: for example, activities of mothers in the past compared to those of the 1980s.

Chart I

Name _____ Date _____

GEOGRAPHICAL FEATURES TO WATCH FOR

Name of Program _____

1. Land Formations— or Terrain
   - Hills _____
   - Mountains _____
   - Desert _____
   - Grassland _____
   - Forest _____
2. Bodies of Water—
   - River _____
   - Lake _____
   - Ocean _____

OTHER FEATURES TO WATCH FOR

3. Vegetation — Trees:
   - Deciduous ____
   - Evergreen ____
   - Crops _____
4. Animals —
   - Kinds _____
   - _____
   - Uses _____
   - _____
5. People's Clothing —
   - For warm weather _____
   - For hot weather _____
   - For cold weather _____
   - For rainy weather _____
   - For snowy weather _____
   - For windy weather _____
6. Types of Shelter — Materials used in construction _____
   - _____
   - _____
   - Uses: For Living _____
   - For Business _____
   - Near each other _____
   - Far Apart _____
   - Approximate Number of Floors _____
7. Name of Country _____
   - State _____
   - City or Town _____

33

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations (10-11 years)	Classification	Social Studies: Geography

Process:
Children will watch a program set in a geographical area they are studying or similar to it, using information gathered as they use information from other visual sources. May be review lesson if current program is set in area children have already studied.

Types of TV Program Suited to the Activity:
Any program teacher selects

Materials Needed for the Activity:
Worksheet listing geographical features. (See Worksheet, p. 49.) *TV Guide* and weekly TV schedules

Process Activity:
Children will be provided with worksheets (See 0000) and instructions for their use at home as they watch TV. Each child will concentrate only on looking for one geographical feature. In class children will compare what they noted on their worksheets, with information they already have about the area under study. These features will then be classified (or added to classifications if this already has been done from other sources) as being part of a particular geographical region: desert, mountain, coastal. Topics such as climate, crops, housing, clothing, work could be discussed in light of any new information gathered from watching the TV programs.

34

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations (10-11 years)	Seriation: Sequence of Events	Social Studies: History

Process:
Children will place historical time of programs along with other historical events on a Time Line.

Types of TV Program Suited to the Activity:
Any programs taking place in the past; such as, "The Waltons," "Little House on the Prairie" and Specials

Materials Needed for the Activity:
Materials to make a Time Line, realia, film strips, texts, encyclopedias, non-fiction books, family photographs from the past, etc.

Process Activity:
Teacher will first decide room placement of Time Line, as the Present would be placed at the right end with events from the past leading up to it. Visual evidence, photos, magazine pictures and children's drawings from the 1980s would be placed here. To find dates for some TV programs will require children to do research. Exact dates are not necessary; decades or approximate time are sufficient. The purchase of a Ford car by a son on "The Waltons," for example, would lead to research for approximate time of that purchase and perhaps to further study of the automobile or on to a study of other inventions. Throughout the year, events from Social Studies curriculum, children's reading and from their families' past lives could be added to the Time Line.

35

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Reversibility	Health Education: Mental Health, how we meet success and failure

Process:
Children will improvise a scene based on a conflict situation taken from a TV program.

Types of TV Program Suited to the Activity:
Family situation comedy-dramas, e.g. The Brady Bunch, The Waltons, The Partridge Family, Specials

Materials Needed for the Activity:
TV Guide, weekly TV schedules, index cards

Process Activity:
Children will be given parts with goals that set them in conflict with other children. They will not be told what program the "plot" comes from, though some will probably guess. The point is not for them to be characters from a TV program but to be themselves in a conflict situation taken from TV. Resolutions of conflict situations do not always bring success or satisfaction to all concerned, a truth very hard for most children to understand. And TV does not always make this clear. Through their own improvisations, children's resolution of conflict situations will be more realistic and more meaningful than those which they see on TV.

36

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Causality, Reversibility	Physical Activities: Sportsmanship

Process:
Children will examine feelings of frustration and anger, seeing these as a natural part of emotional life and will investigate appropriate ways to solve interpersonal problems.

Types of TV Program Suited to the Activity:
News programs, sports broadcasts

Materials Needed for the Activity:
TV Guide, weekly TV schedules, chart paper, magic markers

Process Activity:
Children who are heavy viewers of sports events will have seen many instances of both verbal and physical fights on TV. Some children will have seen these instances highlighted on news broadcasts. Teachers can use these incidents as an introduction to a discussion on fighting, not from a judgmental point of view but to get children to think of more appropriate ways of dealing with frustration and anger. On a chart the teacher can record specific incidents of fighting, how the fight was resolved and ways the children feel the fight could have been resolved. This could be a permanent chart for future reference.

37

Developmental Stage:	Piagetian Operational Function:	Curriculum Area:
Concrete Operations	Classification	Music

Process:
Children will reinforce their knowledge of the following: meter, rhythm, melodic patterns, tempo, style and musical instruments by listening to musical selections from TV.

Types of TV Program Suited to the Activity:
Any musical portion of TV programs teacher thinks is relevant

Materials Needed for the Activity:
Tape recorder, blank cassettes

Process Activity:
Children will be asked to pay particular attention to music on TV to facilitate "school" learning. Teacher will tape musical selections: introductory themes, background music during a program and commercials, omitting conversational part. The selections may be short. But this is not a detraction since they can be replayed as often as necessary. Selections from TV can be interspersed with others to illustrate the aspect of music being reinforced. In some cases teacher may want to include the speaking parts with the music from TV as would be the case in the study of style or tempo. Names of programs or a description of the part of the program, if children have seen it, would then be listed under the headings for the particular musical form under attention. Children can periodically add names of programs to these lists of various musical forms.

Process: Children will classify pictures of TV characters according to programs they are in. (See Activity No. 3, p. 34.)

Part IV
Parents and TV

Planning Parent Workshops

Parent involvement in a child's school life ranges from non- to over-participation. Some parents do not share in the school experience of their child because of genuine time pressures (work, other children, illness, caring for older parents). Other parents may feel that teachers are paid to teach their children, or they are indifferent to the child or the school. Although it is not possible to include all parents as participators, opportunities for involvement *can be made* for most parents.

The school year may be begun with a short note to parents telling them that the child's home TV viewing will be used as part of learning activities in the classroom and asking them to express their opinions about such a plan. A note to be returned, in language appropriate to parents receiving the note, should include this check-off:

Please check one

I like your plan.

I do not like your plan.

I don't care about your plan.

Comments:

_____

_____

Signed _____

In follow-up, some portion of teacher-parent conference time could be used to distribute more detailed material related to TV plans, such as examples of the process activities.

Most parents are interested in the effect TV has on children. Even those parents who use TV as a babysitter feel and express concern. Parent meetings and workshops devoted to TV usually result in good attendance. There should be at least one workshop held a year. A series of mini-workshops of two to four sessions on different aspects of TV attended by parents from several grades or pre-school age levels can be most effective.

A TV Workshop

A single meeting can be planned for two hours, preceded by a little survey with the parents beforehand, with an announcement such as the following:

E'(ETER PUBLIC SCHOOLS
FLOWER HILL SCHOOL

April 6, 1982

Dear Parents:

We're having a valuable workshop on Thursday May 13th:

Time:
Place:

Margo Jones will talk about your child and TV, a topic of concern to us all.

She wants to have information from you to include in her talk. Will you please answer these questions even if you cannot attend the meeting. Please send it b..ck to school with your child during the next week (by April 14th).

1) Please write down the three TV programs your child spends most time watching during the week: (either adult or children's programs).

   1 (Sesame Street) _____

   2 (Romper Room) _____

   3 (Tom and Jerry) _____

2) Please write down the three TV programs your child spends the most time watching on the weekend: (either adult or children's programs).

   1 (Tom and Jerry) _____

   2 (Bugs Bunny Hour) _____

   3 (Woody Woodpecker) _____

Thanks for your help! Your comments are also welcome.

Sincerely,

Victoria Maldonado,
Principal

By filling in the form and returning it, a parent *has* become involved. Even if parents cannot attend the meeting, they will have participated. These programs should be watched by the workshop leader during the preceding week to provide up-to-date reference points that parents can readily understand.

Charts can be prepared before the workshop, listing programs watched by order of preference for daily and weekend viewing. The teacher working with a mixed-age group would tally and record results by age and probably by sex and program type. Dittoed charts are distributed or hung up and referred to during the workshop.

Workshop Plan

Part One: (30 mins.)	What are the children watching? How does this relate to developmental needs or the ages? When do they watch TV? With whom do they watch TV? Why do they watch TV?
Part Two: (50 mins.)	Parents' concerns and questions Small group (20 mins.) Total group (30 mins.)
Part Three: (30 mins.)	Clarifying the parental role in TV viewing. Specific suggestions and resources for parents.
Summary: (10 mins.)	Distribution of materials: reading lists, Public Affairs bulletins, etc.

This format can be used with parents of children of all ages. The workshop leader, whose role is to be supportive and informative, must be prepared to deal in an objective and helpful way with questions parents raise, not overwhelming them with weighty statistical information. Parents should not be placed on the defensive because of their candor or concerns.

Mini-Series

Sufficient interest would indicate that study groups of parents could be formed and a mini-series planned to cover expressed interest areas on topics such as: 1) thinking, learning and TV; 2) the child's view, the adult's view of cartoons; 3) situation comedies and family life; 4) programs of value, programs to question; 5) growing up and TV; society and the home; 6) problems related to TV viewing; 7) current research findings; 8) children's fears and TV; 9) the management of TV viewing in the home; 10) TV dependency.

Staff, teachers and parents can pursue such topics through library research beginning with *ERIC documents, Reader's Guide to Periodical Literature, Education Digest* and *Dissertation Abstracts,* then on to current journals, magazines and books. It is wise to remember that there is a great deal of popular literature on TV which, although current, should

be put aside in favor of more substantive resources. Many popular articles are by professional writers who have selected the material they use from a particular point of view. Good research will put the teacher in a better position to be helpful to parents and their children.

Speakers who are authorities in a relevant area add to the substance of the workshop. In some communities people from colleges, community action groups or TV stations are available on a no-fee basis for such meetings. Additional organizations that can provide materials are listed in the bibliography.

Guiding Parents

Parents' likes and dislikes influence their children. While TV wields powers yet to be fully understood, the power of the parent is still the strongest force in children's lives. A few guidelines and suggestions to share with parents are:

1. *Keep control of the TV set.* The parent is responsible for what the child watches on TV. Be honest about your program choices.

2. *Respond to what the child is watching.* Try to watch with your child. Review programs from time to time. Respect what the child is watching. Today's homes can include mother, father, older and younger siblings, grandparents, relatives, friends. One of the things family members have in common is their TV viewing. Amount of time they watch TV and the choice of programs viewed may well affect what is happening to the child.

3. *Talk about TV viewing with other family members.* What are they watching? Why are they watching? When are they watching? As in other things, older family members set the example for younger children in TV viewing. The parents' good standards in their viewing are far better than moralizing.

3. *Don't let TV be used as a companion; remember to shut it off.* The sound of TV can be particularly disturbing to child or adult needing to focus attention on another activity.

5. *TV viewing should not be a matter of reward or punishment.* Such qualifications place viewing on an emotionally charged level of experience.

6. *Try TV fasts for the whole family.* Adults should set the example by TV fasting, not impose such a denial on the child alone. The question that can be asked in every family should be: is family life possible without TV?

These suggestions can be made only to parents expressing willingness to understand TV better in their children's lives. While suggestions can be incorporated into workshops, they should be articulated slowly and with understanding. Although educators might make an impact on family life styles, they can never expect actually to change deep-rooted patterns.

However, bringing a parent to the point of raising questions is a serious beginning.

On a more immediate and direct level parents can be encouraged to look at TV with their children occasionally, listen to what children have to say about TV and help gather material for use in classroom learning. Since language development is so intimately connected to the home, the following possibilities are described in some detail.

Conversation

All too frequently in some homes young children are talked to, being told what or what not to do. Conversing and sharing of thoughts between adult and child can be infrequent. Since children and adults may have different experiences, there is little in common to talk about and share. The television experience, however, is one that can be readily shared. It is quite easy to enter into conversation with a child when the subject is TV, and since the TV set is shared by family members, TV can become a means toward upgrading communication skills within the home as well as at school.

Here are some simple suggestions for encouraging conversation between adult and child:

1. TV programs depend on their characters' special qualities rather than on story lines, a) *Talk about TV characters:* There is Kermit the frog, Big Bird and Oscar, Roadrunner, Woody Woodpecker, Yogi Bear, Popeye, Mickey Mouse, Superman, Batman, Gigantor (super heroes); Mr. Rogers, the Brady Bunch, Lucy; b) *Share your thoughts about:* Lucy's silliness, Miss Piggy's dresses, Popeye's adventures, Superpeoples' powers, the Brady Bunch's problems. The important thing is to use these persons as conversation topics.

The parent should let the child know that he or she is interested in what the child thinks and says. Once children are given a chance to talk about things they are interested in, the parent will learn just how far their interests may be from the child's and how hard it is for children always to have to listen to parents.

A parent may want to begin to chart the child's vocabulary by noting down words used in conversation. Parents may be surprised by the range of words used in discourse compared to the vocabulary used in responding to adult demands and questions.

The parent can also begin charting the child's ability to deal with language. Are nouns, pronouns, adverbs, adjectives, prepositions being used? How is the child using verbs? Can he or she deal with past, present, future tenses of verbs? By simple recording of sentences used, one can obtain important clues to needs, abilities and progress in dealing with the language.

A teacher might ask a parent to write down parts of a child's conversation about TV, then use it to chart vocabulary and sentence structure over an extended period. In this way parents can become involved in learning more about their child's growth. The teacher, having charted the information over a period of time, can share it with the parent in a conference. A chart might look like this:

Tamara's Vocabulary Samples

	Oct.	Nov.	Dec.	Jan.
No. of names (nouns)				
No. of names (pronouns)				
No. of verbs				
No. of adverbs				
No. of adjectives				
No. of prepositions				
No. of sentences				

Or a teacher might ask a parent to write down a sentence or two during a conversation on a regular weekly basis. The teacher will type each sentence and keep a log to see a child's verbal development during the school year.

Enlisting parents' aid gives them a sense of relatedness and involvement in the intellectual growth of their child, which is very important. They will probably begin to express their confidence in school and child in more purposeful ways.

Conversation is the first requirement for the development of a future reader. Vocabulary words can be taught. Yet it is only when words can be experienced as one's own that they are worth reading! The more conversation a child engages in, the greater the possibilities are for vocabulary development. Too often parents are not considered as important contributors to their child's language development. Such interactive TV-associated activities *can* enable a parent to become a more active participator in language learning.

Vocabulary

If children depended solely on primers or pre-primers, they would have very skimpy vocabularies. Children, even very young ones, are listening to TV for long periods of time. Twenty years ago a bright fifth grader might have told you what "accelerate" means. Now a 5- or 6-year-old can. Because of watching and listening to so many car and gasoline commercials, "accelerate" has become part of even the younger child's vocabulary, only one of many words that have entered the child's pool of words. But unless the child is able to use these

TV-related words in conversation unrelated to TV, the words are likely to be kept in a separate "TV" compartment of the mind, associated only with a TV situation.

Parents can be encouraged to watch and list words that recur and send these lists to school on a regular basis. Olympics, world, news, space, engine, plastic were all words heard during one week in a group of 5-year-olds at a day care center. Flash cards, experience charts and books can be made using such words. The teacher will be encouraged and surprised at how often children will use such class materials. Cards can be placed in labeled boxes: Name, Place, Action, Description. Using these cards, children can act out, play out, draw, write or make phrases and sentences to be copied by an adult or typed. Here is such a listing of cards from a current week's viewing: *Name:* Gigantor, Batman, Bigfoot, Charlie Brown; *Place:* space, world, Russia, office, Rome, Vatican, hospital; *Action:* racing, battling, crying, helping, running; *Description:* crazy, funny, scary, sad, happy, loud.

When children are shown evidence of their own knowledge they become surer of themselves and are in a better position for using that knowledge. "Words alone," as W. B. Yeats said, "are certain good."

Program titles offer a range of words: Tom and Jerry, The Flintstones, Sesame Street, I Dream of Jeanie, Beat the Clock, My Three Sons, Popeye and Friends, Little House on the Prairie, All in the Family, Happy Days.

An analysis of these titles: 10 nouns (Tom, Jerry, Flintstones, Sesame, Jeanie, Popeye, Sons, Family, Days, Houses, Clock, Prairie, Friends, Street); 3 pronouns (I, my, all); 1 article (the); 2 verbs (dream, beat); 3 prepositions (of, on, in); 2 adjectives (happy, little).

Character descriptions provide vocabulary possibilities: Popeye is strong, Lucy is silly, Gigantor is big, Fred Flintstones is dumb, Mr. Rogers is nice, Oscar is a grouch.

Sequencing

One most important element of thinking is the ability to sequence, which in speaking involves an understanding of the position of words in relationship to one another. For example, "Tara is funny" sounds quite different from "Funny is Tara" or "Is Tara funny?" As children learn how to sequence words they are learning not only grammar (the structure or building blocks of the language), but also a mode of thinking.

Sequencing involves a sense of time as well as position. "Before and after," "in front of and behind," "beginning and ending" each places one's thoughts in a particular position. As children become more aware of ideas, such as "before and after" and "beginning and end," they

move more easily into reading and writing. Each of these skills involves the exercising of sequencing abilities.

Simple questions related to *before* and *after* can be asked of even 3-year-olds as they watch a TV program. It is hardly possible that a child before age 5 will remember a great deal about a TV program if asked about it after the program. However, 3- to 5-year-olds can dictate stories about a TV show for a parent to set down. They can then be asked to respond to questions developed, focusing on "before and after."

Sentences can be written on strips of newsprint by the parent, then sequenced by the child (with the adult reading them). Drawings can be made and used in several ways: 1) to go along with each strip of text and then sequenced, 2) pictures to be placed in sequence of the action (which comes before? which after?)

Titles and time of program strips are quite good to use for sequencing. It is amazing how many 4-year-olds will "read."

The Flintstones — 4:30 P.M. and place it before Mr. Rogers — 5:00 P.M.

Comprehension

A parent should be a good listener, encouraging the child to talk about the program watched and asking directing questions that will encourage the child to consider what he or she wants to say. The parent, for instance, may ask about specific characters, about their special qualities. Can you tell from Popeye's behavior what he is going to do? Did anything happen at the beginning of "Lucy" today to give you a clue about what the end was going to be?

Occasionally, and with TV characters that lend themselves to imitation, it might be both entertaining and educational for one or two children or perhaps several to act out scenes or personify characters. Through these activities the parents' understanding of how a child sees attributes and specific characteristics may be increased.

Some parents, knowing that TV eats up large amounts of their own and their children's time, prefer not to think about TV. But teachers *must* think about TV, since it may be diminishing the child's time as a student. Examining each classroom situation individually may result in a teacher's decision to include the activities suggested in this bulletin. Such a decision will in no way minimize the learning possibilities for a child. It may be that through the child's classroom work with their home TV viewing, parents' interests in TV as an educational instrument may emerge. Parent education begins with the child!

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RESOURCES

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Project Focus Newsletter (monthly), St. Paul, Mn
Teachers Guides to Television, New York, N.Y.
Viewsletter, National PTA, Chicago, Ill.

ORGANIZATIONS

Action for Children's Television, 46 Austin Street, Newtonville, Ma 02160.
Committee on Children's Television, Inc., San Francisco, Calif.
Federal Communications Commission, Washington, D.C. 20554.
Institute for Visual Learning, St. Paul, Mn.
Television Information Office, New York, N.Y.
TV Action Center, National PTA, Chicago, Ill.

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Dr. Winick collaborates with her sociologist husband in media-related research. Their most recent book, *The Television Experience: What Children See*, is a study of the developmental aspects of children's televiewing. The family includes two active TV-viewers—Laura, a college student, and Raphael, a high school student. The family has managed to survive each summer without TV in Sussex, New Jersey.

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"We speak for all the children of all of the nations, all the lands, knowing well that in their common human core is more of likeness than of difference, knowing too that only as we reach that common core in children will men the world over reach it in each other." So spoke Agnes Snyder, an early leader, of the purpose of the Association for Childhood Education International.

Founded in 1892 as the International Kindergarten Union, the organization became the Association for Childhood Education in 1930. The National Council of Primary Education merged with the Association the next year. Membership is open to all concerned with the education and well-being of children. Teachers, parents, college students, teacher educators, pediatricians, day care and community workers and others help make up the membership in 70 countries, mostly in active branches, but also through individual memberships.

The ACEI works to promote desirable conditions, programs, and practices for children from infancy through early adolescence. Members strive to inform the public of the needs of children and work for the education and well-being of all children. The ACEI's active publishing program includes an award-winning journal, CHILDHOOD EDUCATION, and award-winning bulletins as well as pamphlets and position papers. For further information about ACEI programs, membership, or for a free publications catalog or copy of the journal, write to: Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.